Unit Plan

Enclosed are suggested materials to enhance a Social Studies unit on George Washington Carver. Choose the ones best suited for your group. Be sure to enter suggestions in the comment book. If you have any questions or need assistance, please call George Washington Carver National Monument at 417-325-4151.

Subject: Social Studies

Grade Level: Regular Education & Special Education (3-4)

Topic: George Washington Carver- his childhood through adulthood

Key: A= audio learner, V= visual learner, T/K= tactile/kinesthetic learner

I. Anticipatory Set

A. Purposes and Objectives

- 1. After viewing the PowerPoint presentation on Carver's childhood, the student will write an unsent letter regarding Carver's childhood with 85% accuracy. (A, V, T/K)
- 2. After class discussion, presentation, and video, the student will be able to map Carver's travels with 90% accuracy by drawing a map. (A, V, T/K)
- 3. After class discussion and presentation, the student will write a reflection paper about George Washington Carver's devotion to education with 100% accuracy. (A, V, T/K)
- 4. After class discussion, presentations, and videos, the student will write a poem about George Washington Carver with 90% accuracy. (A, V, T/K)
- 5. After class discussion and listening to the audiotape of Carver's voice, the student will write about their reactions to Carver's voice in a reflection paragraph with 100% accuracy. (A, V, T/K)
- 6. After class discussion and presentations, the student will be able to briefly describe the life of George Washington Carver in a presentation with 80% accuracy. (A, V, T/K)
- 7. After class discussion, presentations, and other activities, the student will be able to write an illustrated timeline describing George Washington Carver's life with 80% accuracy. (A, V, T/K)

B. Teaching Resources and Special Instructions

- 1. George Washington Carver National Monument (field trip, website, & materials)
- 2. Map of the United States to chart Dr. Carver's life
- 3. Audiotape of Dr. Carver's voice
- 4. Journal for students to write in
- 5. Videotapes on Dr. Carver's life
- 6. A Pocketful of Goobers by Barbara Mitchell
- 7. How to Grow the Peanut by George Washington Carver
- 8. George Washington Carver: People Who Made America Great by Mercer Publishing
- 9. Cookbook, Carver Creations

C. Motivation

- 1. Students will keep their own journal for their experiences.
- 2. Students will see exactly where Carver spent his childhood.
- 3. Students will learn interesting facts about the "Peanut Man."
- 4. Students will play games and learn at the same time.
- 5. Students will dress up in clothing from the late 19th century.

D. Background and Prerequisite Knowledge

- 1. Who is George Washington Carver?
- 2. What would you like to learn about George Washington Carver?
- 3. What do you think Dr. Carver's voice sounds like?
- 4. How far do you think 8 miles is?
- 5. Where did Dr. Carver end his career?
- 6. What did Dr. Carver devote his life to?

E. Vocabulary Development

II. Instructional Input

A. Carver's Childhood (Obj. 1, 2, 3, 6, 7)

- 1. Born around 1864
- 2. George and mother were kidnapped from Carvers
- 3. George was returned to Carvers
- 4. Lived next 10-11 years with his brother and the Carvers
 - a. Jim- brother
 - b. Susan Carver
 - c. Moses Carver
- 5. Responsible for household chores
 - a. Laundry
 - b. Dishes
 - c. Cleaned the house
- 6. Was sick as a child

- a. Allowed him free time
- b. Would search fields around his house for plants
- c. Grew plants and healed others' plants
- d. By age 11 was known as the "plant doctor"
- ??? What was the approximate year George Washington Carver was born?
- ??? Who kidnapped George and his mother?
- ??? Who became George's "foster parents"?
- ??? Who is George's brother?
- ??? What were some household chores George performed?
- ??? What is a name George was referred to by others because of his ability to heal plants?

Show the video on Carver's boyhood and have the students write a paragraph on their reaction to Carver's childhood.

B. Carver's Education (Obj. 3, 4, 6, 7)

- 1. Left home around the age of 10 or 11 after rejection from Diamond Grove School
- 2. Went to Lincoln School in Neosho, Missouri
 - a. Lived with Mariah and Andrew Watkins
 - b. Performed household chores for rent and board
 - c. Around the age of 13, he learned all that he could from Lincoln School
- 3. Left for Fort Scott, Kansas to continue his education
 - a. Saved enough money for one semester of school
 - b. Performed chores to make money
 - c. Saw a black man beaten to death
 - d. Left Fort Scott
- 4. Finished high school studies
 - a. Minneapolis High School (1885)
 - b. Was about 20 years old
 - ??? Approximately at what age did George leave Diamond Grove, MO?
 - ??? What was the couple's name with whom George lived with while attending school in Neosho, MO?
 - ??? How do you think George felt about leaving the Carvers?
 - ??? What school did George attend after leaving Diamond Grove, MO?
 - ??? After learning all that he could at Lincoln School, where did he travel next?
 - ??? Where did George finish his high school studies?

The students will gain an appreciation for the hardships Carver had to face as an African American wanting an education. The powerpoint presentation will enhance their knowledge of his life.

C. Carver's College Education (Obj. 2, 3, 4, 5,)

- 1. Applied and accepted to Highland College
- 2. Was not permitted upon his arrival because of his skin color

- 3. Left school for a while and went to farm
- 4. Applied and was accepted to Simpson College
 - a. Applied in 1890
 - b. Told them right away that he was a Negro
 - c. Was the only Negro at the school
 - d. Was accepted by his peers
 - e. At urging of Miss Etta Budd, entered Iowa State College of Agriculture and Mechanical Arts
- 5. Graduated in 1894 around the age of 30
- 6. Immediately began studies for his master's degree
- 7. Worked at Iowa State as an assistant while earning his master's degree
- 8. Received master's in Agricultural Science in 1896
- ??? What was the name of the first college Carver applied to?
- ??? Why was he rejected?
- ??? How did George spend the next few years of his life after Highland College?
- ??? Where did Carver finally attend college?
- ??? Where did Carver graduate from and in what year?

Watch the video Man of Vision to see how Carver lived his life. Students will learn many other things about Carver's life and his work.

D. Tuskegee Institute (Obj. 1, 2, 4, 6, 7)

- 1. Became a professor of agriculture at Tuskegee Institute with Booker T. Washington as his boss
- 2. Was only going to teach at Tuskegee for three or four years
- 3. Ended up teaching for the next 47 years at Tuskegee
- 4. Taught students many things
 - a. How to work the soil
 - b. Over 300 ways to use the peanut
 - c. Over 100 ways to use sweet potatoes
- ??? Who was George Washington Carver's boss at Tuskegee Institute?
- ??? What was George Washington Carver's job at Tuskegee?
- ??? How did George Washington Carver teach the farmers to enhance their soil?

E. His Passion (Obj. 1, 2, 6, 7)

- 1. Even though Dr. Carver was good at agriculture, his love was art and music
- 2. Was a very talented painter
- 3. Loved all types of music
- 4. Believed in God and thanked him daily for his gifts
- ??? What were Carver's passions?
- ??? What were the major things Carver painted?

Go to the website <u>www.cr.nps.gov/csd</u> (if available) and view some of Carver's paintings.

III. Student Accountability

A. Checking for Understanding Follow Instructions

See ??? throughout Instructional Input

B. Guided Practice

- 1. Write a poem about the life of George Washington Carver.
- 2. Choose from the remaining activities to create guided practice activities.

C. Independent Practice

1. Choose from the remaining activities to create independent practice activities.

D. Transfer and Application

Create a timeline of George Washington Carver's life and his accomplishments (See directions for timeline of Carver's life) (Obj. 1, 2, 3, 4, 5, 6, 7,)

IV. Use of Technology in Lesson Design

- A. The students can view the PowerPoint presentation on George Washington Carver to enhance their understanding of his life.
- B. Overheads are available and teachers can create more to help the students.
- C. Viewing the videos will make understanding easier for the students.

V. Cultural and Linguistic Diversity

- A. Students will be writing their personal reactions to things they hear about Dr. Carver.
- B. Some vocabulary terms may need to be explained to students for clearer understanding.

VI. Modification for Students with Special Needs

- A. Directions will be simplified for clearer and easier instruction.
- B. All resources will be in the classroom.
- C. Some students may need assistance with their journal writing. They may be able to record their thoughts for their journal by speaking on a tape recorder.

VII. Adaptations

- A. The worksheets may need to be enlarged to see the writing.
- B. A tape recorder may be needed to record the students' journals.

VIII. Closure

A. Review with Student Participation

- 1. What was an important part of George's childhood? (Obj. 1, 4, 6, 7) Ex. Sickness, orphaned
- 2. What was one of the most important things to George as a child? (Obj. 3, 6, 7) Ex. Secret garden, art, flowers, plants, kindness, education
- 3. How did George pay for his room and board with the Watkins? (Obj. 2, 6, 7)

- Ex. Laundry, odd jobs
- 4. What event occurred in Fort Scott that caused George to leave? (Obj. 2, 4, 6, 7,) Ex. Lynching, murder
- 5. Why wasn't George accepted to Highland College and how did that effect him? (Obj. 4, 6, 7)
 - Ex. Racial segregation, sad, disappointed
- 6. How did Dr. Carver devote his life to Tuskegee and its students? (Obj. 3, 4, 6, 7) Ex. Helping the man furthest down, kindness to soil and others, 47 years teaching
- 7. Was Dr. Carver's voice an obstacle he had to overcome? (Obj. 5) Ex. Very high pitched

B. Anticipatory Set

IX. Self-Evaluation and Reflection

- A. Things that worked. Why?
- B. Things that did not work. Why?
- C. Specific plans for improvement.

Writing an Unsent Letter on Carver's Childhood

Objective 1: After viewing the PowerPoint presentation on Carver's childhood, the student will write an unsent letter regarding Carver's childhood.

Directions

- 1. Have the students compose an unsent letter regarding George's childhood. The student can choose who he/she would like to write the letter to. For example, the student could address the letter to the President of the United States, favorite movie star, relative, etc...
- 2. This letter will be an informative letter. The student will be informing the recipient about Carver's childhood.
- 3. This letter needs to be approximately one half-page to one full page of writing.
- 4. If the student writes the letter to an individual they do not personally know, he/she will need to introduce himself/herself.
- 5. Issues that must be included in the letter:
 - a. being raised by a white couple
 - b. being known as the plant doctor at an early age
 - c. leaving home at the age of 10 or 11 to pursue his education
 - d. being sickly as a child
 - e. time of birth, location of birth, family members

Example

Dear Mr. President,

^{*} This letter could be part of the students' ongoing Carver journal.

Mapping George Washington Carver's Travels

Objective 2: After class discussion, presentation, and video, the student will be able to map Carver's travels.

Directions

1. The student will create his/her own map of George Washington Carver's travels. These towns must be included and labeled on the map:

Diamond Grove, Missouri
Neosho, Missouri
Fort Scott, Kansas
Ames, Iowa
Tuskegee, Alabama
One additional town from Carver's travels (student's choice)

- 2. At each town, the student must write one fact on the map about the town's significance to George.
 - Ex. Fort Scott, Kansas → George witnessed the murder of a black man.

Reflection Paragraph on Carver's Devotion to Education

Objective 3: After class discussion and presentation, the student will write a reflection paper about George Washington Carver's devotion to education.

- 1. The student will write a reflection paper about George Washington Carver's devotion to education.
- 2. The reflection paper must contain three paragraphs, each containing 3 or more complete sentences.
- * The student should understand that education was extremely important to George and that he spent his life helping and teaching others.
- * This paper could be included as part of the student's journal.

Writing a Poem About Carver

Objective 4: After class discussion, presentations, and videos, the student will write a poem about George Washington Carver.

Directions

- 1. Divide the class into groups of three to four students.
- 2. Select three or four specific things (depending on group size) that relates to Carver.

Ex. Group $1 \rightarrow$ Locations

Diamond Grove, Tuskegee, etc...

Group $2 \rightarrow$ Crops he worked with

Peanut, Sweet Potato, etc...

Group 3→ Hobbies

Art, Music, Needlework, etc...

- 3. Give each group one category. Each group must write two lines on the category assigned to them. Each group may decide if the lines will rhyme.
 - * Each group will receive two strips of colored paper to write their lines on.
- 4. After each group has completed their two lines, the strips are collected and combined to form a class poem.
- 5. The strips need to be either glued or taped to posterboard. The final product should then be hung at the front of the classroom.

Reflection of Audio Tape

Objective 5: After class discussion and listening to the audiotape of Carver's voice, the student will write about their reactions to his voice in a reflection paragraph.

- 1. Have students listen to the audiotape of George Washington Carver speaking.
- 2. After the students have listened to the tape, they should write a reflection paragraph on what they heard and how it made them feel. The paragraph could be about what they heard on the tape (meaning), or it could be about the sound of Carver's voice.
- * This paragraph could also be included in the student's journal.

Brief Summary of Carver's Life

Objective 6: After class discussion and presentations, the student will be able to briefly describe the life of George Washington Carver in a presentation.

- 1. Divide the class into groups of three.
- 2. The groups will work together to produce a presentation about Carver's life.
- 3. The students have three options to choose from:
 - a. Make a collage
 - b. Present a play
 - c. Write a poem
- 4. All presentations need to range from five to ten minutes. (No less, no more)

Illustrated Timeline of Carver's Life

Objective 7: After class discussion, presentations, and other activities, the student will be able to write and illustrate a timeline describing George Washington Carver's life.

- 1. Each student will create his/her own illustrated timeline.
- 2. Stages in Carver's life that are required to be on the timeline:
 - a. Carver's childhood
 - b. Carver's high school years
 - c. Carver's college years
 - d. Carver's years at Tuskegee
- * The student is more than welcome to include additional information but is not required.
- 3. The student will need to draw a picture on the timeline that corresponds to each stage in Carver's life.
- Ex. Carver's childhood→ student could draw a picture of a farm
- Ex. Carver's years at Tuskegee → student could draw a picture of a peanut
- 4. After the illustrated timelines are completed, they will be displayed on the walls around the classroom.
- * This will be the final activity for the unit.